

# LESSON: Anna Duklauer Perl

## Grade Level:

This unit was developed for secondary students. The approach and materials for this unit follow the [Age Appropriate Guidelines from the USHMM](#).

## Subject:

History; English/Language Arts; Multi-disciplinary.

## Rationale:

The stories of individuals during the Holocaust can help us understand various facets of history through the eyes of those who lived through it. This story helps to broaden understanding about the experience of a young Polish-Jewish girl whose journey during the Holocaust included a fortunate placement in the factory of Oskar Schindler.

## Overview:

### Key Question(s):

- Who was Anna Duklauer Perl? What was her experience during the Holocaust?
- How would you categorize the different segments of Anna's journey?
- What role did Oskar Schindler play in saving the lives of Anna and other "Schindler Jews."

### Educational Outcomes. At the end of this lesson, the students will be able to:

- Define the Holocaust and related terms such as Nazi party, ghetto, concentration camp and commandant.
- Identify who Anna Duklauer Perl was and what her journey was like during the Holocaust.
- Compare and contrast information shared in text and in a podcast.
- Discuss how Anna's position in Schindler's Factory allowed her to survive the war.
- Identify reasons why Oskar Schindler may have made the choices that he did during the war.
- Analyze how geography can sometimes impact one's ability to survive a difficult time in history.

## Teacher preparation

It's important for teachers to familiarize themselves with the [Pedagogical Principles for Teaching the Holocaust](#). We encourage teachers to familiarize themselves with background knowledge on the Holocaust by viewing this [site](#) at the USHMM and view the [Introduction to the Holocaust](#). Additional information on teaching about this topic can be learned from the full-length version of [The Path to Nazi Genocide](#).

In addition, we suggest:

- Prepare access to handout and student packet.
- Check access to related links.
- Consider having students complete the [What was the Holocaust? Activity](#).
- Identify any terms students may be unfamiliar with in the written text or the podcast.

## Materials

- Anna Duklauer Perl's narrative in [To Life: The Past is Present](#)
- Anna Duklauer Perl Podcast: The List parts 1&2
- [Handout: Righteous Among the Nations](#)

## Lesson:

### INTRODUCTION

1. If students have not previously discussed the Holocaust, begin with an overview of the term, Holocaust, as defined by the United States Holocaust Memorial Museum:

*The Holocaust was the systematic, state-sponsored, persecution and murder of six million Jews by the Nazi regime and its collaborators between 1933 and 1945 across Europe and North Africa. The height of the persecution and murder occurred during World War II. By the end of the war in 1945, the Germans and their collaborators had killed nearly two out of every three European Jews. The Nazis believed that Germans were racially superior.*

*They believed Jews were a threat to the so-called German racial community. While Jews were the primary victims, the Nazis also targeted other groups for persecution and murder. The Nazis claimed that Roma, people with disabilities, some Slavic peoples (especially Poles and Russians), and Black people were biologically inferior. The regime persecuted other groups because of politics, ideology, or behavior. These groups included Communists, Socialists, Jehovah's Witnesses, gay men, and people the Nazis called "asocials" and "professional criminals."*

For younger students, or students previously familiar with this event in history, you can utilize this shortened definition:

*The state-sponsored systematic murder of approximately six million Jews by the Nazis and their collaborators. Sinti-Roma, Poles, people with physical and mental disabilities, homosexuals, Jehovah's Witnesses, Soviet prisoners of war, and political dissidents were also targeted by the Nazis.*

2. Share with students that today we will be learning about the story of Anna Duklauer Perl. Anna was a young Polish Jewish girl who survived the Holocaust as a result of being selected to work in Oskar Schindler's factory.
3. Share the quote, "Whoever saves one life, saves the world entire." with students. This quote comes from the Talmud, the primary source of Jewish laws. Echoes & Reflections defines the Talmud as, "The name of the two collections (Mishnah and Gemara) of records of the discussion and administration of Jewish law by scholars in various academies from 200 C.E.-500 C.E."<sup>1</sup>
4. Ask students to reflect upon this quote and their interpretation of it. Then note that today's lesson is going to share the story of an individual who was saved by a German industrialist named Oskar Schindler.
5. Review other key terms for Anna's story that have not yet been discussed - Nazi party, ghetto, concentration camp and commandant.

## **RESEARCH/ANALYSIS/DISCUSSION**

1. Explain to students that they will be assigned one of two ways to learn about Anna's story - through a podcast or through a written narrative. Each group will seek to answer the following questions:
  - a. Who was Anna Duklauer Perl?
  - b. In 3-5 sentences, summarize Anna's experiences during the Holocaust.
  - c. How was Anna's survival impacted by her geographic location?
  - d. Based on Anna's experience, why do you think the Oskar Schindler made the choice that he did to rescue these 1200 individuals?
  - e. What were the advantages and disadvantages to learning about Anna's story through your assigned medium?
2. Task students to first review their sources and answers to these questions as individuals; then ask them to discuss the answers to these questions with others who shared their medium (text or podcast).
3. Once this initial period of sharing is complete, ask students to create a list of all of the possible reasons why Oskar Schindler may have taken the action that he did during the Holocaust. Remind them that they should consider both personal and practical reasons.
4. Upon creating this list, ask students to discuss how Oskar Schindler's decision, regardless of reason, impacted the lives of those who worked in his factory. Task the group with writing a paragraph response discussing this impact.

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<sup>1</sup> Learn more at: [https://echoesandreflections.org/audio\\_glossary/](https://echoesandreflections.org/audio_glossary/)

## CONCLUSION

1. Explain that Yad Vashem, the World Holocaust Remembrance Center located in Jerusalem, Israel, is tasked with bestowing the honor of “Righteous Among the Nations,” to those individuals or groups who undertook extraordinary risk at no personal gain to attempt to rescue Jews during the Holocaust. Pass out the criteria for “Righteous Among the Nations.”
2. Ask students to reflect on the actions of Oskar Schindler. Would you deem him “Righteous Among the Nations”? Why or why not?
3. For an exit ticket activity, ask students to reflect on Oskar Schindler in conjunction with the quote, “Whoever saves one life, saves the world entire.” Upon collecting the tickets, share that this quote was inscribed on a ring the survivors from Schindler’s List gave to Schindler before he fled the factory as the Russians were approaching.